

**EVEN START FAMILY LITERACY PROGRAM  
IOWA DEPARTMENT OF EDUCATION  
GRANT APPLICATION  
2009-2010**

**OVERVIEW**

**A. INTRODUCTION**

**1. Overview of the Even Start Family Literacy Program**

The Iowa Department of Education, Division of PK-12 Education, Bureau of Early Childhood Services, is issuing a Request for Proposals (RFP) to fund up to four (*this number is subject to change based on notification of final state allocations by the federal government*) Even Start programs in local communities via partnerships among local schools and community agencies. Even Start is a program of the US Office of Education administered through the Iowa Department of Education. The Even Start program was amended by the Literacy Involves Families Together Act (LIFT), as enacted by P.L.106-554, The Consolidated Appropriations Act, 2001. It is authorized under Title I, Part B, as the William F. Goodling Even Start Family Literacy Program.

The Even Start Family Literacy Program is intended to help break the cycle of poverty and illiteracy and improve the educational opportunity of low income families by integrating early childhood education, adult literacy or adult basic education, and parenting education. The Federal law requires Even Start programs to:

- be implemented through cooperative projects that build on existing high quality community resources to create a new range of services;
- promote academic achievement of children and adults;
- assist children and adults from low-income families to achieve challenging state content standards and challenging state student performance standards; and
- use instructional programs based on scientifically based reading research and the prevention of reading difficulties for children and adults, to the extent such research is available.

Even Start programs will be expected to operate in congruence with widely recognized definitions of best practice for early childhood, adult, and parenting education. Even Start provides one more opportunity for communities to craft family-centered programs designed to ensure family literacy services and the success of all of the community's children in their schooling.

**2. Eligible Applicants for Even Start Programs**

Eligible applicants reflect PARTNERSHIPS comprised of **BOTH** local education agencies, AND one or more community-based organizations, public agencies, institutions of higher education, or other non-profit organizations or community-based organizations or other non-profit organizations of demonstrated high quality. Examples of possible partners with local education agencies include Head Start, libraries, literacy councils, non-profit early care and education programs, Iowa Statewide Voluntary Preschool Program for Four-Year-Old Children,

Shared Visions, community colleges, parent support services providers, etc. The Even Start law does not specify which of the partners is to serve as the fiscal agent. In communities having a local Head Start program, the partnership must include Head Start as one of the service providers.

### **3. Eligible Participants in Even Start Programs**

Eligible participants in Even Start programs are parents eligible for participation in an adult education program under the Adult Education Act and their child(ren) from birth through age 7. To be eligible, at least one parent and one or more eligible children must participate together in all components of the Even Start project. Parenting teens under age 16, who are attending secondary school, are also eligible to participate with their children so long as the school district provides the basic education component for the teen parent. Once a family's eligibility is established and that family is participating in the program as required, all members of the family may continue to participate until all the eligible family members are ineligible (i.e., no members of the family are eligible for adult education and all children have reached 8 years of age). Although the participation of families with children over the age of seven is permissible, the focus of a local program must continue to remain on families with young children.

### **4. Grant Period**

Grants will be awarded for a period of four years from July 1, 2009 to June 30, 2013, with continuation applications required on an annual basis. Approval for year two and beyond will be based on a successful continuation application and demonstration that the grantee is operating in accordance with the law and regulation and the grantees progress in meeting the objectives of its program and its progress on the State's Even Start indicators of quality (see Appendix A at the end of this application packet). Applicants who are current grantees will be judged not only on the strength of their application but on their demonstrated success in meeting the Iowa Indicators of Quality and operation in accordance with the law and regulations. Continuing grant applicants should be careful to include justification for a continuing need of the comprehensive Family Literacy Program.

**The number of grants to be awarded will depend on the final award the state receives to fund its Even Start programs.**

### **5. Local Share Requirements**

In the initial year, the local share requirement can be no less than 10 percent of the total budget. This share increases each year until Year 4 when the local share can be no less than 40 percent. The local share may be provided in cash or in-kind fairly evaluated and documented. If a grantee is successful in the application for a second grant period of four years (years 5 through 8), the local share must be 50% of the total budget. In any subsequent years, the local share must be 65% of the total budget. The federal share will not typically fall below \$75,000 in any year, however a minimum funding level for Even Start programs that have been operating for 9 years or more, may be as small as \$52,500.

The local share may come from any other local, state, or federal source. For example, services received by children age birth through 7 from federally funded programs such as Head Start, Title 1, or programs for children with disabilities may be cost out and included as part of the local share.

***Federal Even Start funds may not be used to support indirect costs of Even Start programs.***

6. **Funding Availability**

All subsequent year funding (i.e., for years 2010-2011, 2011-2012 and 2012-2013) are dependent on an annual federal award to the states sufficient to support the Even Start grants. Successful applications therefore may not be funded beyond the first year, if the federal award amounts do not allow it. Funding levels in recent years have been between \$52,500 and \$200,000. Funding levels for successful applications may be renegotiated if annual federal award levels do not allow for full funding.

7. **Funding Guidelines**

Currently funded projects are eligible to apply for additional four-year funding periods in competition with new applicants. Previously funded projects which are awarded subsequent funding periods are required to provide a local match of no less than 50 percent each year in a second four-year funding period or no less than 35 percent each year in a third four-year period (years 9 and beyond). Existing programs may apply to expand and serve additional families where there is a need for high quality family literacy services.

8. **Time Lines**

a. **Closing Date.** The closing date for receipt of applications is May 21, 2009. Applications will be considered to have met the deadline if they are either:

1. Received in the mail or hand-delivered at the Iowa Department of Education by 4:30 PM on or before May 21, 2009, **OR**
2. The application as submitted contains all information and supporting documentation described in this RFP.

FAXed applications will **not** be accepted. Electronic transmission will **not** be accepted. In the event these conditions are not met, the Department of Education will notify applicants that their applications will not be considered in this review.

b. **Notification of Proposal Acceptance or Rejection.** Successful applicants will be notified on or before June 1, 2009. Applicants whose proposals are not recommended for funding will receive written notification with comments. Applicants whose proposals have been rejected shall have the right to appeal.

Any applicant may appeal the denial of a properly submitted program grant application to the Director of the Iowa Department of Education within thirty (30) working days upon the receipt of a notification of denial.

The appeal must be based on the grounds that the process was conducted outside of statutory authority, violated state or federal law, policy, or rule, did not provide adequate public notice, was altered without adequate public notice, or involved conflict of interest by staff or committee members.

9. **Definitions**

a. **Partnership** means a collaborative relationship established by two or more agencies to address common goals and issues which lie beyond a single agency's exclusive purview, but

which concerns them all. Partners agree to pool resources, jointly plan, implement, and evaluate new services and procedures, and delegate individual responsibility for the outcomes of their joint efforts. Partnerships should, wherever practicable, be governed by formal written agreements.

- b. ***Continuity of services*** means that, to the maximum extent possible, services for children are provided using a program format and a staffing pattern, which integrates aspects of high quality care and education. Portions of the program day are not labeled as either child care or education.
- c. ***Developmentally appropriate*** shall mean that the learning environment and teaching strategies are based on accepted theories and research about the growth and development of young children. Programs for adults take into account the learning styles of adults. (For more on developmentally appropriate practices, see <http://www.naeyc.org/about/positions/pdf/PSDAP.pdf>.)
- d. ***Family literacy services*** shall mean services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:
  - 1) Interactive literacy activities between parents and their children.
  - 2) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
  - 3) Adult literacy training, including training that leads to economic self-sufficiency.
  - 4) An age-appropriate education to prepare children for success in school and life experiences.

According to Government Performance and Results Act (GPRA) recommendations, sufficient intensity for Even Start core components are as follows:

- 1. Early Childhood Education—at least 65 hours per month.
  - 2. Adult Education—at least 60 hours per month.
  - 3. Parenting Education—at least 20 hours per month.
- e. ***In-kind contributions*** shall mean those local resources contributed to the operation of the project by the applicant agency or a collaborating partner in the effort. In-kind contributions may support any aspect of the project and generally include such resources as labor, materials, volunteer time, rent, etc. Indirect costs (which can not be supported with Even Start resources) may be counted as in-kind contributions. In-kind contributions may come from any local, state, or federal source.
- f. ***Scientifically Based Reading Research*** means what researchers have discovered about how to successfully teach children and adults to read. Based upon the findings of the National Reading Panel Report and other valid research, these strategies focus on five areas of reading instruction for children: ***phonemic awareness, phonics, fluency, vocabulary, and comprehension***. Evidence from research, suggests implications for classroom instruction, and describes proven strategies for teaching early language and literacy skills. (See Elementary and Secondary Education Act (ESEA), Title 1, Part B, Subpart 3, Sec. 1223(10) in Appendix B.)

This type of research means research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading

instruction, and reading difficulties. (See complete definition, Even Start Regulation Section 1208.)

- g. ***Even Start Family Literacy*** means a program that has adopted the fifteen required program elements as defined by the Elementary and Secondary Education Act of 2001. (For more detail, see (See ESEA Subpart 3, Sec. 1235 in Appendix B.)
- h. ***Criteria for Sufficient Progress (State of Iowa)*** means progress individual Even Start programs operating in the state of Iowa have achieved. These criteria are as follows:

**Performance Goal:** Local programs will meet as many of the Iowa Indicators of Quality in four program components using specified measures. Each indicator includes a state benchmark that local programs must reach or exceed. The data for measuring performance is submitted at the end of each program year and a determination of making sufficient progress is made during the first half of the year. A copy of the Indicators of Quality is included in Appendix A.

**Requirements:**

- a. All programs must document progress as stated in the **Indicators of Quality**.
- b. **Sufficient progress** means that programs will be meeting at least 75 percent of the indicators at the state benchmark or above in each of the three of the four areas of the Indicators of Quality: Adult, Child, and Program. Programs must meet at least 50 percent of the indicators at the state benchmark in the Family indicator area. Sufficient progress means that projects will be given continuation funding in the second and continuing years subject to the availability of funding.
- c. **Conditional progress:** Projects that meet 50-74% implementation of the indicators may be given continuation awards with the condition that:  
The program staff and the local evaluator will design an action plan for program improvement for performance indicators not met. The action plan must include quality improvement strategies, outcomes, method of evaluation, and the name of the staff member responsible for implementing the plan. This plan will be submitted for approval to the state coordinator.
- d. **Insufficient progress:** Projects that fall below 50% implementation in any single area will be judged as insufficient. The Iowa Department of Education may refuse to award funds to a program if the program has not met the performance indicators and where after provided technical assistance, the program does not demonstrate improved program quality.
- e. **Instructional Service Expectations:** Programs must offer sufficient amount of instructional services (see Item d above for GPRA minimums) and support sufficient levels of participation to achieve outcomes (included in the Iowa Indicators of Quality). There must be instructional services in each of the four components (early childhood education, adult education, parent education and interactive literacy activities). Each instructional service must also be of sufficient quality delivered by qualified professionals to ensure desired outcomes. Guidelines for quality include:
  - **Early Childhood** For the purpose of early childhood learning outcomes the Iowa Early Learning Standards Iowa standards for infants and toddlers and for preschoolers. A copy of the Early Learning Standards is available on the Iowa Department of Education website

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=681&Itemid=1571](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=681&Itemid=1571).

- Adult Education Standards for adult education vary based on individual adult education goals. For goals that include acquiring a GED, completing a high school diploma or learning English, curriculum is expected to have written goals and objectives, be based on scientifically-based research, include planned, ongoing summative assessments of progress and clear scope and sequence of instruction over the duration of an instructional period.
  - Parent Education A clear and planned curriculum should address the following issues or skills for parents: a) support for children learning in the home environment, b) active participants in literacy activities with their children, c) support for children learning in formal educational settings, and d) take a thoughtful, supportive and responsible parenting role.
- f. **Local Evaluation** All Iowa programs must develop a local evaluation plan to be used for program improvement. The plan should be based on data collected by the program in each of the four instructional service areas, target specific areas that need addressing, provide an analysis of the issues affecting the results the program would like to change as well as a recommended strategies to implement, and an implementation plan to put these strategies into action. The plan must include a timeline; a summary and analysis of data, identified areas of focus, the name and qualification of the outside evaluator, and a plan to use the data for program improvement.

## B. SELECTION PROCESS

### 1. Review Process

- a. Upon receipt of a proposal, agency staff will inventory the proposal for:
- 1) Number of copies - an original and three copies (3)= four (4) copies required;
  - 2) Narrative section complete and no longer than 25 pages.
  - 3) Required attachments and forms completed. This includes:
    - i. Cover Sheet (Form A)
    - ii. Statement of Assurances (Form P)
    - iii. Proposed Budget Form (Form B1)
    - iv. Any relevant memoranda of agreement with cooperating agencies or letters of support
    - v. Documentation to demonstrate the applicant has arranged for the services of an experienced evaluator should the application be awarded
    - vi. Documentation that the application submission has been approved by a relevant governing board
    - vii. Documentation of a 501(c)(3) status, if required.
  - 4) Original Signatures (no stamped names) on both the Cover Sheet by the Head Administrator of the applicant organization and the Statement of Assurances by Applicant Head Administrator and Partners. **Unsigned applications are considered to be incomplete.**

**Late and/or incomplete proposals have no recourse and will not be considered.**

- b. Proposals requesting funds beyond the specified budget range (see Item 6 on page 3) will be considered non-responsive to the Request for Proposals and will not be considered. First-time applicants should not submit an application below \$75,000.
- c. Awards will be made based upon criteria and scoring stated in this RFP which are based upon the state priorities and the 15 required elements in ESEA Subpart 3, Sec. 1235.
- d. All eligible applications will be reviewed and rated by an external expert review panel comprised of at least one early childhood, one adult education professional and one individual with expertise in family literacy programs parent education.
- e. The final decision on recommending grant awards rests with the Iowa Department of Education.
- f. The Iowa Department of Education reserves the right not to award any grants.

## **2. Scoring**

- a. Proposals will be scored on a total point system of 100 points.
- b. Proposals will be rated according to criteria specified in the application requirements.

## **3. Priorities**

Projects, which clearly portray federal and state priorities, will receive higher rating as indicated in the Application Requirements. The priorities are summarized below and appear again within the Application Requirements to assist those preparing applications to respond appropriately.

### **a. Federal Priorities**

#### **1) Demonstration that the area to be served by the program has a high percentage or a large number of children and families who are in need of such services.**

High need is demonstrated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in Part A of Title 1 of the Improving America's Schools Act

#### **2) Be located in areas designated as a Federal empowerment zone or enterprise community. (These are not the same as Iowa Empowerment Areas.)**

### **b. State Priorities**

#### **1) Build on existing services on a first dollar basis, avoiding supplantation.**

The emphasis in the Even Start law on collaboration among local agencies and community groups and on making maximum use of existing services is strongly endorsed by the Iowa Department of Education. In addition, the Department also places a priority on programming which recognizes the need for both program stability and continuity of services for young children and families. Since these two concepts may conflict in

practice, a strong Even Start application will propose services that are collaborative, reflect continuity, and resolve potential conflicts between these attributes of high quality services.

Even Start blends early care and education, adult education, parenting education, and opportunities for parent/child interaction. Communities will have varying levels of services in these four components already present in their area. The Even Start program should not propose a duplication of existing community preschool services, but rather seek to strengthen and integrate existing services. This approach will lead to a greater likelihood that the Even Start program will continue after the federal funding is exhausted.

For example, a community may have a Head Start program, a state-wide voluntary preschool program or strong community child care programs. An Even Start application should seek to build on these programs to serve more families rather than to establish parallel services. Likewise, many communities have highly developed services for adult learners, often through community colleges. In such communities, Even Start should build upon this service system, with special emphasis on serving eligible adults with young children from especially needy or hard-to-reach population groups.

Funds and/or services provided in the Even Start program which are provided through any other state or federal program may count toward meeting the in-kind share of the Even Start program, in addition to local sources. The applicant should take care to explain in the application how the Even Start funding is being used to expand access to, and not to supplant, services. All partners in providing services should be fully apprised of the requirements of the Even Start because successful applicants are required to ensure they are meeting expectations. Partners should sign the Statement of Assurances and enter into a formal agreement if practicable.

**2) Provide services of sufficient duration and intensity to assure that high outcomes are achieved for both participating children and their parents.**

The results of the national Even Start evaluations to date make it clear that Even Start is not successful in programs which do not structure intensive engagement with participating families. These findings are consistent with other research on early childhood and parenting education programs. Specifically, this means that programs should provide sufficient hours and ensure high levels of participation by parents and children. They should also ensure that families are enrolled in the program for as long as possible. The minimum recommended hours are based on the Government Performance and Results Act (GPRA) recommendations (see *family literacy services* under definitions above on page 4).

## **C. APPLICATION REQUIREMENTS**

Each proposal must contain the sections described below. Please arrange the proposal in the order shown below and enumerate the various sections of the Application Narrative as shown in the outline. Applications which are poorly organized and which depart from this format are less favorably received by a review committee. Experience with review committees also suggests that applicants should pay particular attention to accuracy in budgets and the mechanics of writing.



### 1. Application Form

Each proposal shall contain a completed and signed application form. A brief description of the project must be included in the space provided.

### 2. Statement of Assurances and Partner Information

Applicants will be required to sign a statement of assurances on the form provided.

### 3. Application Narrative

Before preparing the application narrative, applicants should read carefully the Even Start programmatic requirements in the Even Start law ([Elementary and Secondary Education Act \(ESEA\), Title 1, Part B, Subpart 3—William F. Goodling Even Start Family Literacy Programs](#)). A copy of the Even Start statutory language is in Appendix B of the application packet. The narrative should be presented in the sequence shown below. The point system and criteria which will be used in reviewing and scoring the proposals are identified with each component of the narrative in **bold type** at the end of each section.

**The Application Narrative is limited to no more than 25 single-spaced typed pages (one side only, minimum of 3/4-inch borders on all sides, font size no smaller than 11-point).** Successful applications generally meet this page limit. Information listed in “Required Attachments” should be appended to the narrative and need not be counted as part of the 25 pages.

<b>A. Need for Project</b>	<b>10 Points</b>
<b>B. Degree of Cooperation &amp; Coordination</b>	<b>30 Points</b>
<b>C. Plan of Operation</b>	<b>50 Points</b>
• Identification of the 15 Program Elements	
• Evaluation and Continuous Improvement	
<b>D. Budget</b>	<b><u>10 Points</u></b>
<b>Total Points Possible</b>	<b>100 Points</b>

#### **A. Need for the Project.**

The application should demonstrate that the area to be served has a high percentage or large number of children and parents in need of Even Start services. The need for Even Start services must be shown by demonstrating the following:

- 1) High need is demonstrated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, victims of domestic violence, or a high number or percentage of parents who are receiving “Temporary Assistance for Needy Families” or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in Part A of Title 1 of the ESEA (see Section 1238 (a)(2)(A)). The emphasis of need related data should be on families in poverty exhibiting both low literacy and low education. High levels of need may be shown by comparison with other areas of the state. Data should also be analyzed in terms of trends, suggesting where certain needs may be growing or diminishing.

- 2) The unavailability of comprehensive family literacy services or programs for the target population. If similar programs serve the same population, applicants may provide evidence of waiting lists or other indicators that local demand exceeds the ability of those programs to meet the needs.
- 3) Location of the project or the delivery of project services within areas designated as *Federal* empowerment zones or enterprise communities (not Iowa empowerment areas).

**Section A. will be scored on the applicant's success in demonstrating need degree of need for the project (10 total). High need is one of the Federal Priorities described in Section B.3.a. on page 7 of this application packet.**

#### **B. Degree of Cooperation and Coordination.**

The application should demonstrate the extent to which cooperation and coordination will take place in all phases of the proposed project among a variety of high quality service providers, including Title 1, Head Start, Early Head Start, the Adult Education Act, the Individuals with Disabilities Education Act, the Job Training Partnership Act, volunteer literacy programs, and other relevant programs. The following considerations strengthen an application:

- 1) The proposal describes a survey of all relevant providers and demonstrates full awareness of similar and related services, including State and locally funded programs, being provided to eligible children and adults **(5 points)**;
- 2) The proposal includes copies of firm signed agreements (not simply letters of support), among applicant partners and various providers for specific cooperative activities that support the four components of an Even Start Family Literacy Program **(10 points)**;
- 3) The plan of operation below encompasses specific provision for additional cooperative efforts with other service providers, including State and locally funded providers, throughout the duration of the project period, including provision, as needed, for the transition of children out of Even Start into other programs and adults into other service programs such as job training **(5 points)**; and
- 4) The application demonstrates that services offered by the applicant will build upon, but not duplicate, those already being provided to project participants by the applicant or other service providers, including efforts to integrate services on behalf of enrolled families **(10 points)**.

**Section B. will be scored on the applicant's success in demonstrating a broad and deep level of cooperation and coordination (30 total points). Building on existing services is one of the State Priorities described in Section B.3.b. on page 7.**

#### **C. Plan of Operation and Program Elements**

The proposal should describe a plan for an Even Start program that promotes family literacy service to participating parents, trains parents to support the literacy and educational growth of their children, and prepares children for success in regular school programs (see definition of *family literacy* on page 4). The plan must show services for at least a 3-year age range, which may begin at birth.

The application must contain each of the 15 elements described below and they must be numbered appropriately. They may also be included with the elements specifically stated in the narrative.

### PROGRAM ELEMENTS (from ESEA, Subpart 3, Section 1235)

Each program shall:

- (1) **include the identification and recruitment of families most in need** of family literacy services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

*Applicants should include a description of the population to be served and an estimate of the number of participants to be served, the method the program will use to identify and recruit eligible participants.*

- (2) **include screening and preparation of parents**, including teenage parents, and children to enable those parents and children to participate fully in family literacy activities and services, including testing, referral to necessary counseling, other developmental and support services, and related services, and communicating clearly the expectations of families;

- (3) **be designed to accommodate the participants' work schedule** and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in the four components of Even Start Family Literacy, such as —

(A) scheduling and locating of services to allow joint participation by parents and children;

(B) child care for the period that parents are involved in the program's family literacy components; and

(C) transportation for the purpose of enabling parents and their children to participate in all four components of the family literacy program;

*A description of the proposed program approaches that support the integration of the components of Even Start (adult literacy, parenting education, parent/child interaction, and early childhood education). Even Start should not be a collection of separate efforts, but rather organized so that all elements are well integrated and parents and children can learn and work together.*

- (4) **include high-quality, intensive instructional programs** that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

- (5) **ensure that all instructional activities are of high-quality and intensive by following these guidelines with respect to the qualifications of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided through the Even Start Family Literacy grant:**

(A) By the start of the program (not when the program is funded but when services begin to be delivered):

(i) a majority of the individuals providing academic instruction —

(I) shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

- (II) if applicable, shall meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;
  - (ii) the individual responsible for **administration of family literacy services has received training in the operation of a family literacy program**; and
  - (iii) paraprofessionals who provide support for academic instruction have a secondary school diploma or its recognized equivalent; and
- (B) all personnel hired to provide academic instruction —
- (i) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and
  - (ii) if applicable, meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

*Attach documentation to demonstrate that the applicant has the qualified personnel required. Include proposed job descriptions and/or resumes of staff currently employed who will be participating in the Even Start project. Include staff who will develop, administer, and implement the project and who will provide special training necessary to prepare staff for the project. This material may be appended to the Application Narrative and need not be counted as part of the recommended 25-page limit. **Staff Qualifications (Form S) must be completed.***

- (6) **include special training of staff**, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services required to promote family literacy;

*A person employed as a parent educator who is not involved working directly with children will have participated in a parent education training program and hold a valid Iowa Teaching Certificate endorsed in at least one of the following: Early Childhood Education, Early Childhood Special Education, Vocational or Home Economics or have a bachelors level degree in Human Development, Social Work, Nursing or a related field.*

*If the majority of children use a common language other than spoken English, at least one teacher or paraprofessional who uses such language will be available as an active participant to communicate with children. Where only a few children speak a language different from the rest, one staff member or community resource person or parent speaking that language will be available at the site as a participant.*

- (7) provide and monitor integrated instructional services to participating parents and children **through home-based programming**;
- (8) **operate on a year-round basis**, including the provision of some program services, including instructional and enrichment services, during the summer months. Summer service means services are not stopped for more than two weeks and over the course of the summer months the programs offers, on average, 15 hours of Adult education each month, 10 hours of parent education and interactive literacy activities and 15 hours of early childhood education.
- (9) **be coordinated with:**

- (A) other programs assisted under the federal Elementary and Secondary Education Act
  - (B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and Title I of the Workforce Investment Act of 1998; and
  - (C) the Head Start program, volunteer literacy programs, and other relevant programs;
- (10) **use instructional programs based on scientifically based reading research** for children and adults, to the extent that research is available;
- (11) **encourage participating families to attend regularly and to remain in the program a sufficient time** to meet their program goals; such as:
- (A) achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;
  - (B) receipt of a high school diploma or a general equivalency diploma;
  - (C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and
  - (D) other such indicators as the program may develop.
- (12) **include reading-readiness activities for preschool children based on scientifically based reading research**, to the extent available, to ensure that children enter school ready to learn to read;
- (13) **promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes**;
- (14) **ensure that the programs will serve those families most in need** of the activities and services provided; include a description of the outreach methods to be used to identify hard-to-reach families and those not currently associated with the school or other community agencies;
- Even Start Program Guidance specifies: "It is important to note the distinction between families that are considered 'eligible' for Even Start services and those actually served by a project. Even Start projects serve a small subset of the 'eligible' population and must target families who are most in need of family literacy services." Therefore, the proposal should include the description of the method the program will use to select from among those identified as eligible those who are most in need of the proposed family literacy services.*
- (15) **provide for an independent evaluation of the program, to be used for program improvement. Form LE must be completed if the application is funded.**

**Section C. will be scored on the proposal's likelihood of providing services that address each of these required 15 elements and meet the Iowa Even Start Indicators of Quality (see Appendix A) (50 total points).**

**This means providing services of sufficient duration and intensity to assure that high outcomes are achieved for both participating children and their parents. It also means demonstrating the applicant's capacity to develop and implement such a program.**

## **D. Budget**

### **a. Budget Summary**

Each applicant will be required to complete a budget summary on the form provided.

### **b. Budget Narrative.**

In addition to completing the Budget Summary Form included in the Application Packet (see Appendix C), all anticipated costs necessary to carry out the project must be fully explained in a **detailed budget narrative**. The budget must relate directly to the activities and staff identified in the proposal and should provide a rationale for the projected costs (e.g., how fringe benefits are derived). The budget should clearly indicate the portions to be supported through Even Start grant funds as well as in-kind funding or services provided by the applicant or collaborating agencies. Even Start funds may not be used for indirect costs of the program.

The narrative should include descriptions of the source of required matching dollars and include an explanation of how those line-items amounts are derived. Please remember that the Federal share of the total cost of the project may be no more than 90% in the first year of the project, 80% in the second year, 70% in the third year, and 60% in the fourth. For current projects re-competing for a second 4-year grant, the federal share may be no more than 50% of the total budget in Years 5-8 and 35% in years 9-12. The local match may be provided in cash or in-kind, fairly evaluated, and may be obtained from any source.

Each applicant should budget at least \$1000 for evaluation including expenditures related to the collection and aggregation of data. Travel by the evaluators to state meetings should also be budgeted.

Each applicant may want to budget an amount sufficient for travel to training events within the state and nationally.

**Section D will be scored on the applicant's success in demonstrating the reasonableness of all values included in the budget (10 total points). Reviewers will consider the extent to which: 1) costs are reasonable in relation to expected outcomes; 2) the applicant will make use of currently available resources such as facilities and equipment; and 3) the budget provides sufficient information to support the requested amount of funds and the reported matching amounts.**

## **E Required Attachments** (Should be appended to the Application Narrative and need not be counted as part of the recommended 25 single space page limit.)

- a. Attach memoranda of agreement with cooperating agencies and other relevant letters of support. Letters/agreements which are not specific regarding the nature of the participation/support are not helpful in the review process.
- b. Attach documentation to demonstrate that the applicant has arranged for the services of an experienced evaluator to assist in the development of the applicant's local evaluation plan and to coordinate that plan with state and federal evaluation.

- c. Provide documentation that the governing board(s) of the applicant(s) has/have approved the submission of this application by attaching copies of minutes describing the action.
- d. Applications submitted by non-school, non-profit community agencies (with the exception of Community Action Agencies) must be accompanied by a copy of the agency's approval of exemption from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

## ADDITIONAL INFORMATION

### 1. **Further Information**

- Questions and requests for additional information should be directed to:

Tom Rendon  
Iowa Department of Education  
Even Start State Coordinator  
400 E 14<sup>th</sup> Street  
Grimes State Office Building  
Des Moines, Iowa 50319-0146  
Phone: 515-242-6024  
E-mail: tom.rendon@iowa.gov

### 2. **Bibliography**

The following brief list of resources is provided to provide research-based substantiation for the specifications in this Request for Proposals and to provide access to those preparing proposals to selected documents reflecting best practice in the field of early care and education family literacy and adult education.

#### ***Publications:***

Barbara Bush Foundation for Family Literacy. (1989). First Teachers: A Family Literacy Handbook for Parents, Policy-makers, and Literacy Providers, Washington, DC: Author.

Benjamin, L.A. & Lord, J. (Eds.) (1996). Family literacy: Directions in research and implications for practice. Washington, DC: Office of Educational Research and Improvement, US Department of Education. Available online at <http://www.ed.gov/pubs/FamLit/index.html>.

National Association for the Education of Young Children (2005) NAEYC . Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education, Washington, DC: Author. See also ten self-study guides that accompany each of the ten NAEYC program standards also published by NAEYC.

Brizius, J.A., & Foster, S.A. (1993). Generation to generation: Realizing the promise of family literacy. Ypsilanti, MI: High/Scope Educational Research Foundation.

Copple, C. and Bredekamp, S. (2009). Developmentally Appropriate Practices (in early childhood programs, serving children from birth through age 8 (third edition). Washington, DC: National Association for the Education of Young Children.

Early Childhood Training Center. (1995). A community guide for parenting education. Lincoln, NE: Nebraska Department of Education.

Epstein, A.S., Lerner, M., & Halpern, R. (1995). A guide to developing community-based family support programs. Ypsilanti, MI: High/Scope Educational Research Foundation.

International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC). (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. 53 (4), 30-46.

National Association of State Boards of Education. (1991). Caring communities: Alexandria, VA: Author.



- National Center for Family Literacy. (1997). The family literacy answer book. Louisville, KY: Author.
- Nebraska and Iowa Departments of Education. (2001). The primary program: growing and learning in the heartland. Lincoln, NE: Nebraska Department of Education.
- Popp, R.J. (1991). Summary of research for the Kenan Trust Model Family Literacy programs. Louisville, KY: National Center for Family Literacy.
- Puchner, L. D. Family literacy in cultural context lessons from two case studies. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania, 1997. (ED 412 376)
- United States Department of Education. (1998). National evaluation of the Even Start Family Literacy Program: 1994-1997 Final Report. Washington, DC: Authors. Available online at <http://www.ed.gov/pubs/EvenStart/index.html>.
- United States Department of Education. (2003). Third National Even Start Evaluation: Program impacts and implications for improvement. Washington, DC: Authors. Available online at <http://www.ed.gov/rschstat/eval/disadv/evenstartthird/toc.html>.
- United States Department of Health and Human Services. (2001). Promoting family literacy through Head Start. Washington, DC: Author. Available for order at [http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC\\_Bookstore/](http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/).
- United States Department of Health and Human Services, Head Start Program Performance Standards. Washington, DC: Author. Available online at <http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements>.

### ***Web-based Resources:***

- Center for the Improvement of Early Ready Achievement — [www.ciera.org](http://www.ciera.org).
- Educator's Reference Desk — [www.eduref.org](http://www.eduref.org).
- ERIC Publications on Reading, English and Communication — <http://www.eric.ed.gov>.
- Exploring Adult Literacy (online journal with articles on family literacy) — <http://literacy.kent.edu/cra/>.
- Family Literacy Foundation — [www.read2kids.org/](http://www.read2kids.org/).
- Family Literacy In Canada: Profiles of Effective Practices — [www.nald.ca/fulltext/family/famlit/cover.htm](http://www.nald.ca/fulltext/family/famlit/cover.htm).
- Goodling Institute for Research in Family Literacy — <http://www.ed.psu.edu/goodlinginstitute/index.html>.
- Head Start Early Childhood Learning and Knowledge Center — [eclkc.ohs.acf.hhs.gov/hslc](http://eclkc.ohs.acf.hhs.gov/hslc).
- Institute for the Study of Adult Literacy — <http://www.ed.psu.edu/isal/>.
- International Reading Association — [www.reading.org/](http://www.reading.org/).
- Iowa Department of Education, Bureau of Early Childhood Services — [http://www.iowa.gov/educate/content/section/24/1016/index.php?option=com\\_content&task=view&id=1229&Itemid=2113](http://www.iowa.gov/educate/content/section/24/1016/index.php?option=com_content&task=view&id=1229&Itemid=2113).

Iowa Department of Education: Even Start —

[http://www.iowa.gov/educate/content/view/85/1016/index.php?option=com\\_content&task=view&id=85&Itemid=1572](http://www.iowa.gov/educate/content/view/85/1016/index.php?option=com_content&task=view&id=85&Itemid=1572).

Iowa Head Start Association — [www.iowaheadstart.org](http://www.iowaheadstart.org).

National Center for Family Literacy — [www.famlit.org](http://www.famlit.org).

National Center on Adult Literacy — <http://www.literacyonline.org/>.

National Institute for Literacy — [www.nifl.gov](http://www.nifl.gov).

Proliteracy Worldwide — [www.proliteracy.org/](http://www.proliteracy.org/).

U.S. Department of Education, Even Start Program —

<http://www.ed.gov/programs/evenstartformula/index.html>.

U.S. Department of Education, Even Start Program (federal regulations) —

<http://www.ed.gov/programs/evenstartformula/legislation.html>.

U.S. Department of Education, Even Start Program (program guidance) —

[www.ed.gov/policy/elsec/guid/evenstartguidance02.doc](http://www.ed.gov/policy/elsec/guid/evenstartguidance02.doc).

U.S. Department of Education: Education Department General Administrative Regulations (EDGAR) — <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

Zero to Three: National Center for Infants, Toddlers and Families ) — [www.zerotothree.org](http://www.zerotothree.org).

**EVEN START FAMILY LITERACY PROGRAM  
IOWA DEPARTMENT OF EDUCATION  
GRANT APPLICATION**

**APPENDICES**

- A. IOWA's EVEN START INDICATORS OF QUALITY**
- B. EVEN START FEDERAL STATUTORY LANGUAGE**
- C. EVEN START APPLICATION FORMS**

## Iowa Even Start Indicators of Quality

Indicator	Indicator Description	Area	Objective	Data	Indicator Target	Federal Indicator	CSPR
<b>ADULT INDICATORS</b>							
Adult1A	Pct of non-LEP adults advancing at least one level on measure of reading on pre/post CASAS or TABE assessment. (See Level Definition below. )	Adult	A1A	Numerator: Number of English speakers making gains on CASAS reading; Denom: Number of English speakers taking a pre-post CASAS Test	0.71	1	2.2.2.1
Adult1B	Pct of non-LEP adults advancing at least one level on measure of numeracy on pre/post CASAS or TABE assessment.	Adult	A1B	Numerator: Number of English speakers making gains on CASAS math; Denom: Number of English speakers taking a pre-post CASAS Test	Baseline		
Adult1C	Pct of LEP adults advancing at least one level on measure of reading on pre/post CASAS or TABE assessment.	Adult	A1C	Numerator: Number of non-English speakers making gains on CASAS reading; Denom: Number of non-English speakers taking a pre-post CASAS Test	0.71	2	2.2.2.2
Adult1D	Pct of LEP adults advancing at least one level on measure of numeracy on pre/post CASAS or TABE assessment.	Adult	A1D	Numerator: Number of non-English speakers making gains on CASAS math; Denom: Number of non-English speakers taking a pre-post CASAS Test	Baseline		
Adult2A	Pct of Even Start adults with a high school completion goal who earn a high school diploma.	Adult	A2A	Numerator: Number of Even Start adults under 18 years of age who received a high school diploma or GED; Denom: Number of Even Start adults under 18 years of age who are enrolled in school and are reasonably expected to graduate or pass the GED exams this year.	0.61	3A	
Adult2B	Pct of Even Start adults with a goal of GED attainment who earn a GED or equivalency.	Adult	A2B	Numerator: Number of Even Start adults who received a high school diploma or GED; Denom: Number of Even Start adults scheduled to complete a GED this year not including adults who are receiving support to get a job or other forms of job-related training, preparation or certification.	0.48	3B	

Adult2C	Pct of Even Start adults enrolled in a community college or other postsecondary training program who acquired at least 90% of credits for which they were eligible.	Adult	A2C	Numerator: Number of Even Start adults who are taking community college classes or other postsecondary training program who were awarded at least 90% of credits/credentials in all the classes they took; Denom: Number of Even Start adults who are taking community college classes or other postsecondary training program for credit or credential.	Baseline		
Adult3A	Participation rate among adults.	Adult	A3A	Numerator: Average monthly hours of participation by all Even Start adults. Demon: Average monthly hours of adult instruction offered.	0.6		
Adult3B	Participation rates among English speaking adults.	Adult	A3B	Numerator: Average monthly hours of participation by English speaking Even Start adults. Demon: Average monthly hours of adult instruction offered to English speakers.	0.6		
Adult3C	Participation rates among LEP adults.	Adult	A3C	Numerator: Average monthly hours of participation by non-English speaking Even Start adults. Demon: Average monthly hours of adult instruction offered to non-English speakers.	0.6		
Adult3D	<i>Pct of adults whose participation rate is higher than 75%.</i>	Adult	A3D	<i>Numerator: number of adults who participate at least 75 percent of the time in offered adult education. Demon: number of enrolled adults.</i>	Baseline		
Adult3E	Pct of enrolled families that participate longer than 3 months. [Sec 1235.11].	Adult	A3E	Numerator: Number of families enrolled minus the number enrolled less than 3 months. Denominator: number of families enrolled anytime.	0.9		
Adult3F	Pct of participating families that participate longer than 12 months.	Adult	A3F	Numerator: Number of families enrolled more than 12 months. Demon: number of families enrolled anytime.	0.25		

## CHILD INDICATORS

Child1A	Pct of enrolled Even Start who receive a screening for vision, hearing and/or development.	Child	C1A	Numerator: Number of enrolled Even Start children who received a screening. Demon: number of children enrolled at least 3 months.	100%		
---------	--	-------	-----	---	------	--	--

Child1B	Program is using a valid and reliable screening instrument	Child	C1B	What is the instrument(s) being used and is it (are they) valid and reliable?	Yes		
Child2A	Pct of preschoolers (3, 4 or 5 years old) enrolled at least 6 months who are advancing at least one level in both language and literacy (in either first or second language) as measured by the COR or CC Continuum.	Child	C2A	Numerator: Number of enrolled Even Start children aged 3, 4 or 5 (not in kindergarten) who have advanced at least one level in both language and literacy domains as measured by the COR or CC Continuum. Demon: number of children aged 3, 4 or 5 (not in kindergarten) enrolled at least 3 months.	0.8		
Child2B	Pct of children entering kindergarten who are achieving significant gains on receptive language on the PPVT/TVIP.	Child	C2B	Numerator: Number of children enrolled at least 3 months or more, and who are entering kindergarten and show an increase of 4 or more points on the standard score (pre vs. post) on the PPVT-III or TVIP. Denom: total number of children enrolled 3 months or more, who are entering kindergarten and for whom there is a pre and post score.	0.7	4	
Child2C	Average number of letters children can identify measured by PALS Pre-K Upper Case Letter Subtest	Child	C2C	Average number of letters among all the children who took the test in the spring using the PALS subtest as reported by programs.	17	5	
Child2D	Pct of assessed preschoolers demonstrating "proficiency" (scoring at top level on COR or CC Continuum (level 3))	Child	C2D	Numerator: Number of children enrolled at least 3 months or more and aged 3, 4 or 5 (not in kindergarten) who are in the top level of COR or CC Continuum. Demon. All enrolled children at least 3 months or more and aged 3,4 or 5 (not in kindergarten).	Baseline		
Child2E	Pct of school-aged children who are reading on grade level. (Record separate score for each grade level.)	Child	C2E	Numerator: Number of currently enrolled Even Start children in Kindergarten, First Grade, Second Grade, Third Grade who are reading at grade level as determined by school district. Demon: Number of currently enrolled Even Start children in Kindergarten, First Grade, Second Grade, Third Grade. (Use separate number for each grade level.)	0.7	6	

Child3A	Participation rate of enrolled Infants or Toddlers I/T.	Child	C3A	Numerator: Average monthly hours of participation by Infants and Toddlers. Demon: Average monthly hours of Infant Toddler class time offered.	0.5		
Child3B	Participation rate of enrolled preschoolers (3, 4 or 5 year-olds)	Child	C3B	Numerator: Average monthly hours of participation by preschool children. Demon: Average monthly hours of Ipreschool class time offered.	0.7		
Child3C	Pct of school-aged children whose attendance has been in compliance with the local school district policy.	Child	C3C	Numerator: number of school age children enrolled in Even Start who are in compliance with school district attendance policy. Denom: number of school age children enrolled in Even Start.	Baseline		
Child4A	Hours of I/T services offered meet GPRA measure of intensity (i.e., 60 hours per month)	Child	C4A	Yes/No: Do number of I/T hours offered meet or exceed GPRA guidelines.	Yes		
Child4B	Hours of preschool instructional services offered meet GPRA measure of intensity (i.e., 65 hours per month)	Child	C4B	Yes/No: Do number of preschool classroom hours offered month meet or exceed GPRA guidelines?	Yes		

## PROGRAM INDICATORS

Program1A	Identification and recruitment of families most in need based on low level income.	Program	Pg1A	Numerator: Number of families at or below poverty level (measured by free/reduced lunch). Demon: all enrolled families.	0.98		
Program1B	Identification and recruitment of adult most in need based on low education attainment.	Program	Pg1B	Numerator: Number of adults with less than a 9th grade education at in-take. Demon: all enrolled adults.	0.5		
Program1C	Identification and recruitment of newly enrolled families are most in need based on low education attainment.	Program	Pg1C	Numerator: Number of adults without a high school diploma or GED. Demon: all enrolled adults.	0.9		

Program2	Pct of staff meeting minimum required levels of education/certification.	Program	Pg2	Numerator: Number of staff paid solely or in part (through direct funds or with in-kind dollars) with Even Start funds who meet the minimum educational requirements. Demon: total number of staff paid solely or in part (through direct funds or with in-kind dollars) with Even Start funds who meet the minimum educational requirements	1		
Program3A	Use of environmental rating scale, NAEYC accreditation or QPPS.	Program	Pg3A	Yes or No: Is the program using an acceptable quality measure to determine the quality of the early childhood program?	Yes		
Program3B	Use of environmental rating scale, NAEYC accreditation or QPPS.	Program	Pg3B	Achieving the quality as defined by the measure: NAEYC-accredited; QPPS-in self-study; ECERS-average over 5 no item less than 2.			
Program4	Hours of summer programming offered per month in each component.	Program	Pg4	Number of hours offered on average per summer month of adult education, parent education/ILA and early childhood education.	AE: >= 15; PE/ILA: >=10; EC: >=15		
Program5	Average number of home visits per month per enrolled family	Program	Pg5	Number of home visits per month per family	1		

## FAMILY INDICATORS

Family1	Participation rate in parenting education and ILA	Family	F1	Average hours participating in October and April by parents in parenting education (includes ILA) divided by average numbers of hours offered.	0.6		
Family2	Hours of parenting education and ILA services offered meet GPRA measure of intensity (i.e., 20 hours per month)	Family	F2	Yes/No: Do number of hours of parent education or ILA time offered month meet or exceed GPRA guidelines?			
Family3	Increased improvement in home environment and pro-literacy behaviors as measured by PEP/Scale I	Family	F3	Numerator: number of parents who showed improvements (more than .5 average across all subscales) from pre- to post-test for PEP/Scale I. Denominator: number of parents who were assessed at the beginning and end of the program year in the PEP/Scale I.	0.7	7	



Family4	Increased use effective book reading strategies as measured by PEP/Scale II	Family	F4	Numerator: number of parents who showed improvements (more than .5 average across all subscales) from pre- to post-test for PEP/Scale II. Denominator: number of parents who were assessed at the beginning and end of the program year in the PEP/Scale II.	0.7	7	
Family5	Increased as measured by PEP/Scale III	Family	F5	Numerator: number of parents who showed improvements (more than .5 average across all subscales) from pre- to post-test for PEP/Scale III. Denominator: number of parents who were assessed at the beginning and end of the program year in the PEP/Scale III.	baseline	7	
Family6	Increased as measured by PEP/Scale IV	Family	F6	Numerator: number of parents who showed improvements (more than .5 average across all subscales) from pre- to post-test for PEP/Scale IV. Denominator: number of parents who were assessed at the beginning and end of the program year in the PEP/Scale IV.	baseline	7	

## ELEMENTARY & SECONDARY EDUCATION

### Subpart 3 — William F. Goodling Even Start Family Literacy Programs

#### **SEC. 1231. STATEMENT OF PURPOSE.**

It is the purpose of this subpart to help break the cycle of poverty and illiteracy by —

- (1) improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as Even Start'; and
- (2) establishing a program that shall —
  - (A) be implemented through cooperative projects that build on high-quality existing community resources to create a new range of services;
  - (B) promote the academic achievement of children and adults;
  - (C) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student achievement standards; and
  - (D) use instructional programs based on scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available.

#### **SEC. 1232. PROGRAM AUTHORIZED.**

(a) RESERVATION FOR MIGRANT PROGRAMS, OUTLYING AREAS, AND INDIAN TRIBES-

(1) IN GENERAL- For each fiscal year, the Secretary shall reserve 5 percent of the amount appropriated under section 1002(b)(3) (or, if such appropriated amount exceeds \$200,000,000, 6 percent of such amount) for programs, under such terms and conditions as the Secretary shall establish, that are consistent with the purpose of this subpart, and according to their relative needs, for —

- (A) children of migratory workers;
- (B) the outlying areas; and
- (C) Indian tribes and tribal organizations.

(2) SPECIAL RULE- After December 21, 2000, the Secretary shall award a grant, on a competitive basis, of sufficient size and for a period of sufficient duration to demonstrate the effectiveness of a family literacy program in a prison that houses women and their preschool age children and that has the capability of developing a program of high quality.

(3) COORDINATION OF PROGRAMS FOR AMERICAN INDIANS- The Secretary shall ensure that programs under paragraph (1)(C) are coordinated with family literacy programs operated by the Bureau of Indian Affairs in order to avoid duplication and to encourage the dissemination of information on high-quality family literacy programs serving American Indians.

(b) RESERVATION FOR FEDERAL ACTIVITIES-

(1) EVALUATION, TECHNICAL ASSISTANCE, PROGRAM IMPROVEMENT, AND REPLICATION ACTIVITIES- Subject to paragraph (2), from amounts appropriated under section 1002(b)(3), the Secretary may reserve not more than 3 percent of such amounts for purposes of —

- (A) carrying out the evaluation required by section 1239; and
- (B) providing, through grants or contracts with eligible organizations, technical assistance, program improvement, and replication activities.

(2) RESEARCH- In any fiscal year, if the amount appropriated under section 1002(b)(3) for such year —

(A) is equal to or less than the amount appropriated for the preceding fiscal year, the Secretary may reserve from such amount only the amount necessary to continue multi-year activities carried out pursuant to section 1241(b) that began during or prior to the fiscal year preceding the fiscal year for which the determination is made; or

(B) exceeds the amount appropriated for the preceding fiscal year, then the Secretary shall reserve from such excess amount \$2,000,000 or 50 percent, whichever is less, to carry out section 1241(b).

(c) RESERVATION FOR GRANTS-

(1) GRANTS AUTHORIZED-

(A) IN GENERAL- For any fiscal year for which at least one State educational agency applies and submits an application that meets the requirements and goals of this subsection and for which the amount appropriated under section 1002(b)(3) exceeds the amount appropriated under that section for the preceding fiscal year, the Secretary shall reserve, from the amount of the excess remaining after the application of subsection (b)(2), the amount of the remainder or \$1,000,000, whichever is less, to award grants, on a competitive basis, to State educational agencies to enable them to plan and implement statewide family literacy initiatives to coordinate and, where appropriate, integrate existing Federal, State, and local literacy resources consistent with the purposes of this subpart.

(B) COORDINATION AND INTEGRATION- The coordination and integration described in subparagraph (A) shall include coordination and integration of funds available under the Adult Education and Family Literacy Act, the Head Start Act, this subpart, part A of this title, and part A of title IV of the Social Security Act.

(C) RESTRICTION- No State educational agency may receive more than one grant under this subsection.

(2) CONSORTIA-

(A) ESTABLISHMENT- To receive a grant under this subsection, a State educational agency shall establish a consortium of State-level programs under the following provisions of laws:

(i) This title (other than part D).

(ii) The Head Start Act.

(iii) The Adult Education and Family Literacy Act.

(iv) All other State-funded preschool programs and programs providing literacy services to adults.

(B) PLAN- To receive a grant under this subsection, the consortium established by a State educational agency shall create a plan to use a portion of the State educational agency's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in the State.

(C) COORDINATION WITH SUBPART 1- The consortium shall coordinate its activities under this paragraph with the activities of the reading and literacy partnership for the State educational agency established under section 1203(d), if the State educational agency receives a grant under section 1202.

(3) READING INSTRUCTION- Statewide family literacy initiatives implemented under this subsection shall base reading instruction on scientifically based reading research.

(4) TECHNICAL ASSISTANCE- The Secretary shall provide, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to State educational agencies receiving a grant under this subsection.

(5) MATCHING REQUIREMENT- The Secretary shall not make a grant to a State educational agency under this subsection unless the State educational agency agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State educational agency will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.

(d) STATE EDUCATIONAL AGENCY ALLOCATION-

(1) IN GENERAL- From amounts appropriated under section 1002(b)(3) and not reserved under subsection (a), (b), or (c), the Secretary shall make grants to State educational agencies from allocations under paragraph (2).

(2) ALLOCATIONS- Except as provided in paragraph (3), from the total amount available under paragraph (1) for allocation to State educational agencies in any fiscal year, each State educational agency shall be eligible to receive a grant under paragraph (1) in an amount that bears the same ratio to the total amount as the amount allocated under part A to that State educational agency bears to the total amount allocated under that part to all State educational agencies.

(3) MINIMUM- No State educational agency shall receive a grant under paragraph (1) in any fiscal year in an amount that is less than \$250,000, or one-half of 1 percent of the amount appropriated under section 1002(b)(3) and not reserved under subsections (a), (b), and (c) for such year, whichever is greater.

(e) DEFINITIONS- For the purpose of this subpart —

(1) the term eligible entity' means a partnership composed of —

(A) a local educational agency; and

(B) a nonprofit community-based organization, a public agency other than a local educational agency, an institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality;

(2) the term eligible organization' means any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parents as Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and the Home and School Institute, Inc.;

(3) the terms Indian tribe' and tribal organization' have the meanings given those terms in section 4 of the Indian Self-Determination and Education Assistance Act;

(4) the term scientifically based reading research' has the meaning given that term in section 1208; and

(5) the term State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

**SEC. 1233. STATE EDUCATIONAL AGENCY PROGRAMS.**

(a) STATE EDUCATIONAL AGENCY LEVEL ACTIVITIES- Each State educational agency that receives a grant under section 1232(d)(1) may use not more than a total of 6 percent of the grant funds for the costs of —

(1) administration, which amount shall not exceed half of the total;

(2) providing, through one or more subgrants or contracts, technical assistance for program improvement and replication, to eligible entities that receive subgrants under subsection (b); and

(3) carrying out sections 1240 and 1234(c).

(b) SUBGRANTS FOR LOCAL PROGRAMS-

(1) IN GENERAL- Each State educational agency shall use the grant funds received under section 1232(d)(1) and not reserved under subsection (a) to award subgrants to eligible entities to carry out Even Start programs.

(2) MINIMUM SUBGRANT AMOUNTS-

(A) IN GENERAL- Except as provided in subparagraphs (B) and (C), no State educational agency shall award a subgrant under paragraph (1) in an amount less than \$75,000.

(B) SUBGRANTEES IN NINTH AND SUCCEEDING YEARS- No State educational agency shall award a subgrant under paragraph (1) in an amount less than \$52,500 to an eligible entity for a fiscal year to carry out an Even Start program that is receiving assistance under this subpart or its predecessor authority for the ninth (or any subsequent) fiscal year.

(C) EXCEPTION FOR SINGLE SUBGRANT- A State educational agency may award one subgrant in each fiscal year of sufficient size, scope, and quality to be effective in an amount less than \$75,000 if, after awarding subgrants under paragraph (1) for that fiscal year in accordance with subparagraphs (A) and (B), less than \$75,000 is available to the State educational agency to award those subgrants.

**SEC. 1234. USES OF FUNDS.**

(a) IN GENERAL- In carrying out an Even Start program under this subpart, a recipient of funds under this subpart shall use those funds to pay the Federal share of the cost of providing intensive family literacy services that involve parents and children, from birth through age 7, in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

(b) FEDERAL SHARE LIMITATION-

(1) IN GENERAL-

(A) FEDERAL SHARE- Except as provided in paragraph (2), the Federal share under this subpart may not exceed —

- (i) 90 percent of the total cost of the program in the first year that the program receives assistance under this subpart or its predecessor authority;
- (ii) 80 percent in the second year;
- (iii) 70 percent in the third year;
- (iv) 60 percent in the fourth year;
- (v) 50 percent in the fifth, sixth, seventh, and eighth such years; and
- (vi) 35 percent in any subsequent year.

(B) REMAINING COST- The remaining cost of a program assisted under this subpart may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other Federal funds under this Act.

(2) WAIVER- The State educational agency may waive, in whole or in part, the Federal share described in paragraph (1) for an eligible entity if the entity —

- (A) demonstrates that it otherwise would not be able to participate in the program assisted under this subpart; and
- (B) negotiates an agreement with the State educational agency with respect to the amount of the remaining cost to which the waiver will be applicable.

(3) PROHIBITION- Federal funds provided under this subpart may not be used for the indirect costs of a program assisted under this subpart, except that the Secretary may

waive this paragraph if an eligible recipient of funds reserved under section 1232(a)(1)(C) demonstrates to the Secretary's satisfaction that the recipient otherwise would not be able to participate in the program assisted under this subpart.

(c) **USE OF FUNDS FOR FAMILY LITERACY SERVICES-**

(1) **IN GENERAL-** A State educational agency may use a portion of funds reserved under section 1233(a), to assist eligible entities receiving a subgrant under section 1233(b) in improving the quality of family literacy services provided under Even Start programs under this subpart, except that in no case may a State educational agency's use of funds for this purpose for a fiscal year result in a decrease from the level of activities and services provided to program participants in the preceding year.

(2) **PRIORITY-** In carrying out paragraph (1), a State educational agency shall give priority to programs that were of low quality, as evaluated based on the indicators of program quality developed by the State educational agency under section 1240.

(3) **TECHNICAL ASSISTANCE TO HELP LOCAL PROGRAMS RAISE ADDITIONAL FUNDS-** In carrying out paragraph (1), a State educational agency may use the funds referred to in that paragraph to provide technical assistance to help local programs of demonstrated effectiveness to access and leverage additional funds for the purpose of expanding services and reducing waiting lists, including requesting and applying for non-Federal resources.

(4) **TECHNICAL ASSISTANCE AND TRAINING-** Assistance under paragraph (1) shall be in the form of technical assistance and training, provided by a State educational agency through a grant, contract, or cooperative agreement with an entity that has experience in offering high-quality training and technical assistance to family literacy providers.

**SEC. 1235. PROGRAM ELEMENTS.**

Each program assisted under this subpart shall —

(1) include the identification and recruitment of families most in need of services provided under this subpart, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

(2) include screening and preparation of parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counselling, other developmental and support services, and related services;

(3) be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in the activities assisted under this subpart, such as —

(A) scheduling and locating of services to allow joint participation by parents and children;

(B) child care for the period that parents are involved in the program provided under this subpart; and

(C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this subpart;

(4) include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

(5) with respect to the qualifications of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided under this subpart, ensure that —

(A) not later than December 21, 2004 —

(i) a majority of the individuals providing academic instruction —

(I) shall have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

(II) if applicable, shall meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

(ii) the individual responsible for administration of family literacy services under this subpart has received training in the operation of a family literacy program; and

(iii) paraprofessionals who provide support for academic instruction have a secondary school diploma or its recognized equivalent; and

(B) all new personnel hired to provide academic instruction —

(i) have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and

(ii) if applicable, meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

(6) include special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;

(7) provide and monitor integrated instructional services to participating parents and children through home-based programs;

(8) operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months;

(9) be coordinated with —

(A) other programs assisted under this Act;

(B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and title I of the Workforce Investment Act of 1998; and

(C) the Head Start program, volunteer literacy programs, and other relevant programs;

(10) use instructional programs based on scientifically based reading research for children and adults, to the extent that research is available;

(11) encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;

(12) include reading-readiness activities for preschool children based on scientifically based reading research, to the extent available, to ensure that children enter school ready to learn to read;

(13) if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;

(14) ensure that the programs will serve those families most in need of the activities and services provided by this subpart; and

(15) provide for an independent evaluation of the program, to be used for program improvement.

**SEC. 1236. ELIGIBLE PARTICIPANTS.**

(a) IN GENERAL- Except as provided in subsection (b), eligible participants in an Even Start program are —

(1) a parent or parents —

(A) who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or

(B) who are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this subpart, or who are attending secondary school; and

(2) the child or children, from birth through age 7, of any individual described in paragraph (1).

(b) ELIGIBILITY FOR CERTAIN OTHER PARTICIPANTS-

(1) IN GENERAL- Family members of eligible participants described in subsection (a) may participate in activities and services provided under this subpart, when appropriate to serve the purpose of this subpart.

(2) SPECIAL RULE- Any family participating in a program assisted under this subpart that becomes ineligible to participate as a result of one or more members of the family becoming ineligible to participate may continue to participate in the program until all members of the family become ineligible to participate, which —

(A) in the case of a family in which ineligibility was due to the child or children of the family attaining the age of 8, shall be in 2 years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and

(B) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of the family, shall be when all children in the family attain the age of 8.

(3) CHILDREN 8 YEARS OF AGE OR OLDER- If an Even Start program assisted under this subpart collaborates with a program under part A, and funds received under the part A program contribute to paying the cost of providing programs under this subpart to children 8 years of age or older, the Even Start program may, notwithstanding subsection (a)(2), permit the participation of children 8 years of age or older if the focus of the program continues to remain on families with young children.

**SEC. 1237. APPLICATIONS.**

(a) SUBMISSION- To be eligible to receive a subgrant under this subpart, an eligible entity shall submit an application to the State educational agency in such form and containing or accompanied by such information as the State educational agency shall require.

(b) REQUIRED DOCUMENTATION- Each application shall include documentation, satisfactory to the State educational agency, that the eligible entity has the qualified personnel needed —

(1) to develop, administer, and implement an Even Start program under this subpart; and

(2) to provide access to the special training necessary to prepare staff for the program, which may be offered by an eligible organization.

(c) PLAN-

(1) IN GENERAL- The application shall also include a plan of operation and continuous improvement for the program, that includes —



- (A) a description of the program objectives, strategies to meet those objectives, and how those strategies and objectives are consistent with the program indicators established by the State;
- (B) a description of the activities and services that will be provided under the program, including a description of how the program will incorporate the program elements required by section 1235;
- (C) a description of the population to be served and an estimate of the number of participants to be served;
- (D) as appropriate, a description of the applicant's collaborative efforts with institutions of higher education, community-based organizations, the State educational agency, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought;
- (E) a statement of the methods that will be used —
  - (i) to ensure that the programs will serve families most in need of the activities and services provided by this subpart;
  - (ii) to provide services under this subpart to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities; and
  - (iii) to encourage participants to remain in the program for a time sufficient to meet the program's purpose;
- (F) a description of how the plan is integrated with other programs under this Act or other Acts, as appropriate; and
- (G) a description of how the plan provides for rigorous and objective evaluation of progress toward the program objectives described in subparagraph (A) and for continuing use of evaluation data for program improvement.

(2) DURATION OF THE PLAN- Each plan submitted under paragraph (1) shall —

- (A) remain in effect for the duration of the eligible entity's participation under this subpart; and
- (B) be periodically reviewed and revised by the eligible entity as necessary.

(d) CONSOLIDATED APPLICATION- The plan described in subsection (c)(1) may be submitted as part of a consolidated application under section 9305.

**SEC. 1238. AWARD OF SUBGRANTS.**

(a) SELECTION PROCESS-

(1) IN GENERAL- The State educational agency shall establish a review panel in accordance with paragraph (3) that will approve applications that —

- (A) are most likely to be successful in —
  - (i) meeting the purpose of this subpart; and
  - (ii) effectively implementing the program elements required under section 1235;

(B) demonstrate that the area to be served by the program has a high percentage or a large number of children and families who are in need of those services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators, such as a high percentage of children to be served by the program who reside in a school attendance area served by a local educational agency eligible for participation in programs under part A, a high number or percentage of parents who have been victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.);

- (C) provide services for at least a 3-year age range, which may begin at birth;
- (D) demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;
- (E) include cost-effective budgets, given the scope of the application;
- (F) demonstrate the applicant's ability to provide the non-Federal share required by section 1234(b);
- (G) are representative of urban and rural regions of the State; and
- (H) show the greatest promise for providing models that may be adopted by other family literacy projects and other local educational agencies.

(2) **PRIORITY FOR SUBGRANTS-** The State educational agency shall give priority for subgrants under this subsection to applications that —

- (A) target services primarily to families described in paragraph (1)(B); or
- (B) are located in areas designated as empowerment zones or enterprise communities.

(3) **REVIEW PANEL-** A review panel shall consist of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs, and may include other individuals, such as one or more of the following:

- (A) A representative of a parent-child education organization.
- (B) A representative of a community-based literacy organization.
- (C) A member of a local board of education.
- (D) A representative of business and industry with a commitment to education.
- (E) An individual who has been involved in the implementation of programs under this title in the State.

(b) **DURATION-**

(1) **IN GENERAL-** Subgrants under this subpart may be awarded for a period not to exceed 4 years.

(2) **STARTUP PERIOD-** The State educational agency may provide subgrant funds to an eligible recipient, at the recipient's request, for a 3- to 6-month start-up period during the first year of the 4-year grant period, which may include staff recruitment and training, and the coordination of services, before requiring full implementation of the program.

(3) **CONTINUING ELIGIBILITY-** In awarding subgrant funds to continue a program under this subpart after the first year, the State educational agency shall review the progress of each eligible entity in meeting the objectives of the program referred to in section 1237(c)(1)(A) and shall evaluate the program based on the indicators of program quality developed by the State under section 1240.

(4) **INSUFFICIENT PROGRESS-** The State educational agency may refuse to award subgrant funds to an eligible entity if the agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State under section 1240, after —

- (A) providing technical assistance to the eligible entity; and
- (B) affording the eligible entity notice and an opportunity for a hearing.

(5) **GRANT RENEWAL-** (A) An eligible entity that has previously received a subgrant under this subpart may reapply under this subpart for additional subgrants.

(B) The Federal share of any subgrant renewed under subparagraph (A) shall be limited in accordance with section 1234(b).

## **SEC. 1239. EVALUATION.**

From funds reserved under section 1232(b)(1), the Secretary shall provide for an independent evaluation of programs assisted under this subpart —

- (1) to determine the performance and effectiveness of programs assisted under this subpart;
- (2) to identify effective Even Start programs assisted under this subpart that can be duplicated and used in providing technical assistance to Federal, State, and local programs; and
- (3) to provide State educational agencies and eligible entities receiving a subgrant under this subpart, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to ensure that local evaluations undertaken under section 1235(15) provide accurate information on the effectiveness of programs assisted under this subpart.

#### **SEC. 1240. INDICATORS OF PROGRAM QUALITY.**

Each State educational agency receiving funds under this subpart shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this subpart. The indicators shall be used to monitor, evaluate, and improve those programs within the State. The indicators shall include the following:

- (1) With respect to eligible participants in a program who are adults —
  - (A) achievement in the areas of reading, writing, English-language acquisition, problem solving, and numeracy;
  - (B) receipt of a secondary school diploma or a general equivalency diploma (GED);
  - (C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and
  - (D) such other indicators as the State may develop.
- (2) With respect to eligible participants in a program who are children —
  - (A) improvement in ability to read on grade level or reading readiness;
  - (B) school attendance;
  - (C) grade retention and promotion; and
  - (D) such other indicators as the State may develop.

#### **SEC. 1241. RESEARCH.**

- (a) IN GENERAL- The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services, in order to —
  - (1) improve the quality of existing programs assisted under this subpart or other family literacy programs carried out under this Act or the Adult Education and Family Literacy Act; and
  - (2) develop models for new programs to be carried out under this Act or the Adult Education and Family Literacy Act.
- (b) SCIENTIFICALLY BASED RESEARCH ON FAMILY LITERACY-
  - (1) IN GENERAL- From amounts reserved under section 1232(b)(2), the National Institute for Literacy, in consultation with the Secretary, shall carry out research that —
    - (A) is scientifically based reading research; and
    - (B) determines —
      - (i) the most effective ways of improving the literacy skills of adults with reading difficulties; and
      - (ii) how family literacy services can best provide parents with the knowledge and skills the parents need to support their children's literacy development.
  - (2) USE OF EXPERT ENTITY- The National Institute for Literacy, in consultation with the Secretary, shall carry out the research under paragraph (1) through an entity, including a Federal agency, that has expertise in carrying out longitudinal studies of the

development of literacy skills in children and has developed effective interventions to help children with reading difficulties.

(c) DISSEMINATION- The National Institute for Literacy shall disseminate, pursuant to section 1207, the results of the research described in subsections (a) and (b) to State educational agencies and recipients of subgrants under this subpart.

**SEC. 1242. CONSTRUCTION.**

Nothing in this subpart shall be construed to prohibit a recipient of funds under this subpart from serving students participating in Even Start simultaneously with students with similar educational needs, in the same educational settings where appropriate.

## **APPENDIX C**

### **IOWA EVEN START APPLICATION FORMS**

- 1. Form A: Cover Sheet**
- 2. Statement of Assurances**
- 3. Form B1: Proposed Budget Form**
- 4. Form S: Staff Qualifications**

# EVEN START

## WILLIAM F. GOODLING FAMILY LITERACY GRANT 2009-2010

Form A

**Due: May 21, 2009**

<b>Agency/Program Name</b>		<b>U.S. Congressional District</b> (circle one) 1 2 3 4 5	
<b>Address</b>		<b>City</b>	
<b>Zip Code</b>			
<b>Employee Federal Tax Identification Number</b> (FTIN)		<b>Amount of Federal Grant Funds Requested</b>	
<b>Amount of Local Share Provided</b>			
<b>Application for: (check one)</b> <input type="checkbox"/> New Grant    or <input type="checkbox"/> Continuation Grant (check here if you have ever had an Even Start grant before) <input type="checkbox"/> Requested for Years 4-8 <input type="checkbox"/> Requested for Years 9 and beyond			
<b>Total Grant (Fed + Local)</b>		<b>Estimated Number to be Served</b> Children:      Families:	
<b>Telephone Number</b>	<b>FAX Number</b>	<b>E-Mail</b>	
<b>Project Title</b> (if applicable)		<b>Geographic Area Served</b> (Counties or AEA)	Urban <input type="checkbox"/> Rural <input type="checkbox"/>
<b>School District Number</b>			
<b>Brief Description of Proposed Project</b> (This description will be used to portray the project on the Department web pages. Please do not exceed this space.)			
To the best of my knowledge, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant, and the applicant will comply with the attached assurances if the project is selected for funding.			
<b>Name of Head Administrator:</b>		<b>Title:</b>	<b>Telephone:</b>
<b>Signature:</b>		<b>Date:</b>	
<b>Mailing Instructions:</b> Please send the original and three (3) copies of this application to <div style="text-align: center;"> <b>Iowa Department of Education</b>  <b>Attn: Tom Rendon</b>  <b>400 E 14<sup>th</sup> Street</b>  <b>Grimes State Office Building</b>  <b>Des Moines, Iowa 50319</b> </div> <div style="text-align: center; margin-top: 20px;"> <b>The application and copies must be received at the Department by:</b>  <b>May 21, 2009</b> </div>			

# STATEMENT OF ASSURANCES

## 2009-2010

Form P – Program Assurances

**Due: May 21, 2009**

**Directions:** This form is to be signed by the applicant agency and all significant partner agencies entering into direct collaboration on the project. Use an additional copy of the Assurances Form if the number of partners exceeds the space provided below.

The applicant partners agree:

1. To conduct activities described herein in accordance with applicable state and federal statutes and regulations, including those concerning non-discrimination, prohibitions against lobbying, suspension, and disbarment, the provision of a gun-free, drug-free and smoke-free work place, and access for persons with disabilities.
2. To use grant funds to supplement and, to the extent possible, increase the level of funds that would have been made available for the purposes described in the Request for Proposals. Grant funds will not be used to supplant services currently provided using state or federal funds nor for construction.
3. To participate in external evaluation of the project's effectiveness as determined by the Department of Education.
4. To assure that private non-profit schools have been invited to participate in planning and implementing the activities of this application when available and relevant to the Even Start Program.
5. To keep such records and provide such information to the Department of Education as reasonably may be required for fiscal audit and program evaluation.
6. To make all requests for budget revisions in writing prior to actual use of funds.
7. To notify the Department of Education of changes in management staff and/or contact person.
8. That all materials produced will include the following statement: (This project) is supported in part by a grant from federal and/or state funds administered by the Iowa Department of Education.
9. To comply with any/all expectations specifically identified and/or described in this Request for Proposal and the federal guidance.

<b>Partner A – Agency/Program Name:</b>
<b>Telephone:</b>
<b>Signature of Head Administrator:</b>
<b>Title:</b>
<b>Date:</b>

<b>Partner B – Agency/Program Name:</b>
<b>Telephone:</b>
<b>Signature of Head Administrator:</b>
<b>Title:</b>
<b>Date:</b>

<b>Partner C – Agency/Program Name:</b>
<b>Telephone:</b>
<b>Signature of Head Administrator:</b>
<b>Title:</b>
<b>Date:</b>

<b>Partner D – Agency/Program Name:</b>
<b>Telephone:</b>
<b>Signature of Head Administrator:</b>
<b>Title:</b>
<b>Date:</b>

(add additional partner names and required signatures if necessary, including all the information shown above)

# EVEN START PROPOSED BUDGET FORM

FORM B1

2009-2010

Due: May 21, 2009

Applicant: \_\_\_\_\_

Grant Year: 1-4 / 5-8/ 9+

The partner organization(s) should be identified on this budget form. In-kind contributions may be cash or in-kind fairly evaluated and may be obtained from any source, including Federal sources other than Even Start. No federal funds can be used for indirect expenses and the In Kind Amounts must be sufficient to meet the statutory requirements. (See page 2, Item 5 for more information or the Elementary and Secondary Education Acts (ESEA) Title 1, Part B, Subpart 3, Sec. 1234(b)(1)(A) and (b)(3).)

100	Salaries	# of Staff	Grant Request	In Kind Amount	In Kind Descriptor
	<b>Professional</b>				
	Full Time				
	Part Time				
	<b>Total</b>				
	<b>Other Personnel</b>				
	Full Time				
	Part Time				
	<b>Total</b>				
	<b>Employee Benefits</b>				
	<b>Total</b>				
200	Staff Travel				
	Staff Training				
	<b>Total</b>				
300	Purchased Services				
400	Supplies				
500	Capital Outlay				
600	Other Expenses				
	Evaluation (Specify)				
	<b>Federal Grant Total</b>				<b>In Kind Total</b>
	<b>Federal and In-Kind Total</b>				



**Form S****Iowa Even Start Early Childhood Staff Qualifications for 2009-2010**

<b>Location:</b>								<b>Due: May 21, 2009</b>	
<b>Program Name:</b>									
<b>Name</b>	<b>Position</b>	<b>Highest Level of Education Obtained</b>						<b>Professional Development*</b>	
		<b>Diploma</b>	<b>CDA</b>	<b>AA/AS/AAS</b>	<b>BS/BA</b>	<b>MA/MS</b>	<b>Ph.D.</b>	<b>Family Literacy</b>	<b>Where Enrolled/Received</b>

\* Professional Development received in the past year, including training in the operation of a family literacy program regardless of when that training occurred.

**Contact Person:** \_\_\_\_\_

**Date:** \_\_\_\_\_